

# THE B. Y. A. STUDENT.

"SELF EFFORT EDUCATES."

VOL. 1.

PROVO CITY, UTAH, TUESDAY, FEBRUARY, 3, 1891.

NUMBER 2.

BENJAMIN CLUFF, JR., B. S.

Our Assistant Principal was born in Provo, Feb. 7, 1858. At the age of 4 years, he moved to Logan, where he remained until 1865, when he went down to the Sandwich Islands with his parents at the time Geo. Nebeker took a company of saints to colonize Laie. While there he worked on the Sugar Plantation from the time it started until 1870, when he returned to Logan in the spring of this year.

He moved to Coalville in 1874, and from there came to Provo to attend the B. Y. Academy in the spring of 1877, the first Academic year. While here he took a Normal course the next year.

At October conference of 1878, he was called on a mission to the Sandwich Islands, being the first missionary student from the Academy. He arrived in Honolulu Dec. 2, and labored there, traveling on all the Islands until the spring of '82, when he was released to come home.

In the same year, at the opening of the Academy, he was appointed Instructor in the Mathematical department.

In the Fall of '86 he entered the University of Michigan. Here he pursued the studies of Pedagogics and Mathematics, graduating in '90 with the degree of B. S. and receiving a special diploma in English, and the Science and Art of Education.

During his college life, he had the privilege three times of defending and expounding the principles of the Gospel before students, and some of the members of the faculty of the University. Twice by invitation of the Literary Societies, and once at a public debate in the Law department on the question, "Resolved that Utah and New Mexico possess the requisites of Statehood." The affirmative won. In Sept. 25 of this school year he was appointed Assistant Principal in the B. Y. Academy, receiving from the Central Board, the degree of Bachelor of Mathematics and Didactics.

## FORMAL STUDIES.

[By B. Cluff, Jr., B. M. D.]

### TRAINING THE SENSE OF TOUCH.

Have smooth, rough, light, heavy, slippery, soapy, etc., objects on the table, and let the children touch every one in turn while the teacher makes explanations. Then have the students touch the objects and name them without seeing them. The properties,—smooth, rough, etc., should also be named.

Have miscellaneous objects, rocks, marbles, apples, inkstands, slates, pencils, books, etc., and have the pupils tell what they are by touching them.

Have different kinds of grain in sacks, and let the pupils tell each kind by feeling on the outside, or by putting the hand in the sacks.

Blindfold the pupils in turn and have them name their fellow pupils by touching them. In all cases insist on the pupils using both hands in touching.

### TO TRAIN THE SENSE OF TASTE.

Arrange the pupils in a row. Without letting them see the substance, place in each one's mouth a small portion of some common article, as sugar, salt, bread, apple, cake, potato, turnips, etc., and let them name the substance. Should any give the wrong name, show the substance, and let him taste again.

To develop ideas of sour and bitter, let the children taste vinegar, lemon, currants, pie-plant, wormwood, quinine, Peruvian bark, aloes, etc. Name each substance as it is tasted, and at a subsequent lesson, give the same substances and have the pupils name them.

The sweet taste can be taught by giving the children honey, sugar, candy, sweet apples, etc. Let the pupils taste cinnamon, pepper, peppermint, spices, cloves and other pungent substance, as the teacher names and explains them. Subsequently, have the pupils name the substance by tasting them.

## EARTHQUAKES.

Little is known of the science of earthquakes, for the reason that the terror they occasion is so great, that favorable opportunities are not afforded for their study.

Until about thirty years ago, no attempt had been made to study them scientifically, but at present it is believed the true science, *Siesmology*, has been started, or at least the foundation laid. From the year 1843 to 1873, there were 18,000 earthquakes reported.

The earthquake's movements are accompanied by a sound like an underground explosion—clashing or grinding; following this is a movement of the earth. Three directions of movement may be observed, up and down, from side to side, and twisting.

The velocity of an earthquake may be determined by the use of the *Seismometre*. It depends upon the rock through which it travels. The harder the rock and deeper the origin, the faster the velocity.

The causes of earthquakes are very obscure, but probable causes may be

suggested. 1st: Whenever a volcano of the explosive type sends forth its matter, shocks are felt. The greater the explosion, the heavier the accompanying shock. 2nd: Great earthquakes may often be traced to the movement of extensive areas of earth crust. For example, in 1819 when a severe earthquake shook the delta of the Indus, a tract of land fifty miles long and sixteen miles wide, raised ten feet, and an adjacent area of 2000 sq. miles sunk and became a lagoon.

Many recent investigations have established the fact, that most earthquakes have originated by the formation of fissures. We spoke before of twisting movement. This is caused by some parts of the force striking a substance which will not receive the shock, thus reflecting the forces. When reflected forces meet those which come direct, a battle ensues in which both are striving for supremacy, thus causing the twisting movement. Earthquakes occurring beneath the sea-bed, produce another phenomena which must be considered. The force comes to the top of the earth, causing it to oscillate, and the water at this point to raise above the common sea-level. When the force has been spent the water falls as much below the sea-level as it was previously above. In this way a huge wave is set in motion, and proves very effectual in destruction.

## OBITUARY.

After a long and severe illness, caused by blood poisoning, Bro. Elias Olsen, a student of the Academy, died in this city, January 31, 1891. He was a promising young man, whose amiable disposition won for him a love that will be cherished by all who knew him. In their terrible affliction, the family have the heartfelt sympathy of the teachers and students of the Academy.

Teaching is the noblest of all professions; but it is the sorriest of trades.

FITCH.

If I were not a preacher, I would be a teacher.

LUTHER.

A preacher is a reformer; a teacher is a former.

It is hard to make old dogs obedient, or old scoundrels pious; but young trees are more easily bent and trained.

LUTHER.

Teachers point out the way only,—"SELF EFFORT EDUCATES."

### VISITORS.

Leah Dunford, Salt Lake.

Nettie Maeser, Mamie and Lillie Gates, Provo.



## THE B. Y. A. STUDENT.

Published weekly by the students of  
the B. Y. A. Academy.

W. M. McKENDRICK, - Editor.

R. R. LYMAN, - Business Manager

Published every Tuesday by the  
Student Co.

Subscription to the end of the  
school year 75 cents.,

### RECOMMENDATION.

PROVO CITY, January 22, 1891.

It gives me pleasure that I can comply with the solicitation of the manager of the "B. Y. A. STUDENT," and endorse this literary enterprise as a means of friendly communication between the students of our educational institutions, and as such recommend it to their kind consideration and support.

DR. KARL G. MAESER,

Gen. Supt.

The Faculty and Board of the Academy are striving to establish in connection with this institution a thoroughly equipped Business College. This is a move in the right direction. The students want a business training, and many who are not now students want it, and would attend school if they could get it.

The commercial courses now enroll 112 pupils, and we are confident that this number could be increased next year to over 200, if only a few hundred dollars would now be expended in fitting up the department with proper desks and apparatus. But how to raise the money is the question. Who can solve the problem? An increase of 100 pupils in the Academy, means an increased distribution in Provo of \$500 per week, or 40 times this amount \$20,000, per year. This is no small sum, and is worthy the consideration of the business men and citizens of Provo, for all are benefited, either directly or indirectly by the Academy.

Again we ask, "Who will solve the problem?"

"There is a pleasant spirit in our school," is the testimony of hundreds of pupils, given every year. This Spirit is the Spirit of the Gospel, by which the teachers teach, and the pupils learn. A democratic freedom, the natural accompaniment of the Gospel, also prevades the

Academy. Correct principles are taught, and students govern themselves.

It is a pleasing sight to see students helping one another, the more advanced assisting the more backward. Many young men and young ladies enter the Academy very backward in their studies. They fear and tremble to come to school lest they cannot keep pace in their lessons with their classmates; or that they will be laughed at by the more fortunate. This fear, however, soon vanishes; for, instead of ridicule, the advanced students give assistance and encouragement. No wonder we love one another.

It is gratifying, indeed, to note the growing numbers of the Academy, proving to us that a lively interest is being taken in the cause of Education. It shows too, that the untiring efforts of our teachers have not been in vain, and the seed they have sown broadcast has not fallen by the way-side; but has sprang up in the hearts of the young, and prompted them to attend where they could be instructed intellectually, morally and spiritually.

The Brigham Young Academy welcomes to its halls students of both sexes, of all nationalities, religions, races and colors. The only entrance condition imposed, is that the applicant be a moral and a studious person, and willing to obey the rules and regulations of the Academy. Summed up these rules are: every student is required to be a gentleman or a lady of honor and refinement.

### PERSONALS.

Prof. Cluff went to Salt Lake last Friday to examine the plans for the new Academy.

Our Domestic Monitor, Thos. J. Yates, was absent last week on account of sickness.

Object Lessons were conducted last week by Alex. Jameson, Ida Alleman and Effie Bullock.

Dr. J. E. Talmage of the L. D. S. college, lectured before the Polysophical Society of the B. Y. Academy last Friday night. Subject, "Atheism and Idolatry." A synopsis of the same will appear in our next issue.

### VISITORS.

Miss Venice Pike of the Proctor Academy, Miss Elenor Nuttal, Miss Rosa Robison and Mr. Huber.

## PREPARED.

—:o:—

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## NORMAL GLEANINGS.

[O. W. Andelin.]

The Post Graduates have finished the subject of Perceptive Knowing, and are now studying the Representative Powers.

Perceptive knowing is of three kinds—sense-, conscious-, and noumenal-perception. They are developed in the order named.

Through the five senses we get our sense-knowledge—our knowledge of material objects; while our knowledge of self, of our own identity, of our capabilities to act, is acquired through the conscious powers; and lastly, our knowledge of necessary realities, such as time, space, matter, mind, etc., is given us through noumenal perception.

In treating "The School-House," several important facts were developed. Every teacher should be able to offer intelligent suggestions as to location, arrangement and fitting up of a convenient building.

There should be 16 sq. feet of floor surface for every student, and the ceiling should not be less than 12 or 15 feet high.

Students should not sit facing the light. Currents of air coming in and going out all the time, keeping the temperature at about 70° F., is ideal ventilation.

With nice furniture, with desks corresponding to size of students, with a good of wallmaps and globes, with plenty of blackboard surface, and the room moderately decorated, the teacher's labors in a disciplinary line will be lightened by half.

Every school needs a good library and cabinet, and should be furnished with washstands, towels, etc., that all may keep clean.

Prof. Cluff's lecture on: "How to Strengthen the Memory" was highly appreciated, and the announcement that he was to give the "talk," drew many from the other departments.

Every teacher and Normal student should read Rousseau's Emile.

Teachers it would do you good to visit the Normal classes and see what interest is daily manifested therein.

Prof. Cluff's example of studiousness is practically manifested in the way books from the Normal library are kept circulating among the students.

### SCIENTIFIC DEPT.

This week, Trigonometry will be a thing of the past.

The Physiology class has been considering the subjects,—Respiration and Circulation of the Blood, interesting demonstrations being made with the manikin and microscope.

A lecture on Graphic Algebra and Methods of Co-ordinates will be given by Prof. Cluff before the Spherical Trigonometry class next Thursday in the Ladies Room. All students in Mathematics are permitted to attend.

STUDENT IN TRIGONOMETRY:—"Which is the higher Mathematics, Surveying or Trigonometry?"

PROF. CLUFF:—"Higher Mathematics! My dear boy, when you finish your Trigonometry, you will have finished the Mathematical Kindergarten, and be able to commence the A. B. C's."

STUDENT in Trig.—Dead Silence.

### GENERAL LOCALS.

The Choir has resumed its concert practices. It will go to Logan shortly.

The class in English Literature has just completed period I, the Anglo Saxon epoch.

The marriage of Ben. Bennett, a former student, surprised a great many.—"Much joy."

Each week the Normals are required to read some educational work and report on it in the class.

The young ladies will furnish the "picnic" for the feast Friday night—all may expect a treat.

A beautiful quartet was rendered in last Wednesday's General Theology by members of the choir.

The Normal students are daily annoyed by the boisterous conduct of the 4th Readers as they file in for recitation.

To the majority of the subscribers great satisfaction was given by the first issue of the B. Y. A. STUDENT.

A. C. Lund read before the class in English Literature last Friday, a well-prepared paper on the relation of the English tongue to other languages.

Hereafter, choir practice will be considered as much of a recitation as any class in school, and members are requested to attend and remain until dismissed.

Sister Sorensen, our lady Instructor, gave a very interesting description of the preparations and feasts made in honor of a Danish marriage; it proved quite a novelty.

The quarterly reviews are near at hand. The class in Standard Geography had rather an abrupt awakening to the fact last Friday. Many would like to do it over again.

To subscribe for the B. Y. A. STUDENT is such an honor, that Mayor Jno. E. Booth, after subscribing, requested that it be made known. Mayor Booth is a good man. You will do well to follow his example.

### ATTRACTION.

The Board and Faculty have made arrangements to give the Normal students, free of charge, a two weeks course in the Kindergarten at the close of this school year. Considerable apparatus is necessary to make this course complete, and in order to assist, the Normals will give a Grand Ball and Supper February 6, 1891.

The Assembly Hall will be used for the "hop," the Commercial Dept. for reception, while supper will be served in the Academic room. The Opera House Orchestra will be in attendance, and a general good time is anticipated.

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